



MURRAY-LASAINÉ ELEMENTARY

691 Riverland Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	172 Students	
Principal	Reginald L. Bright	843-762-2765
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Excellent
2009	Average	Good
2008	Below Average	Good
2007	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

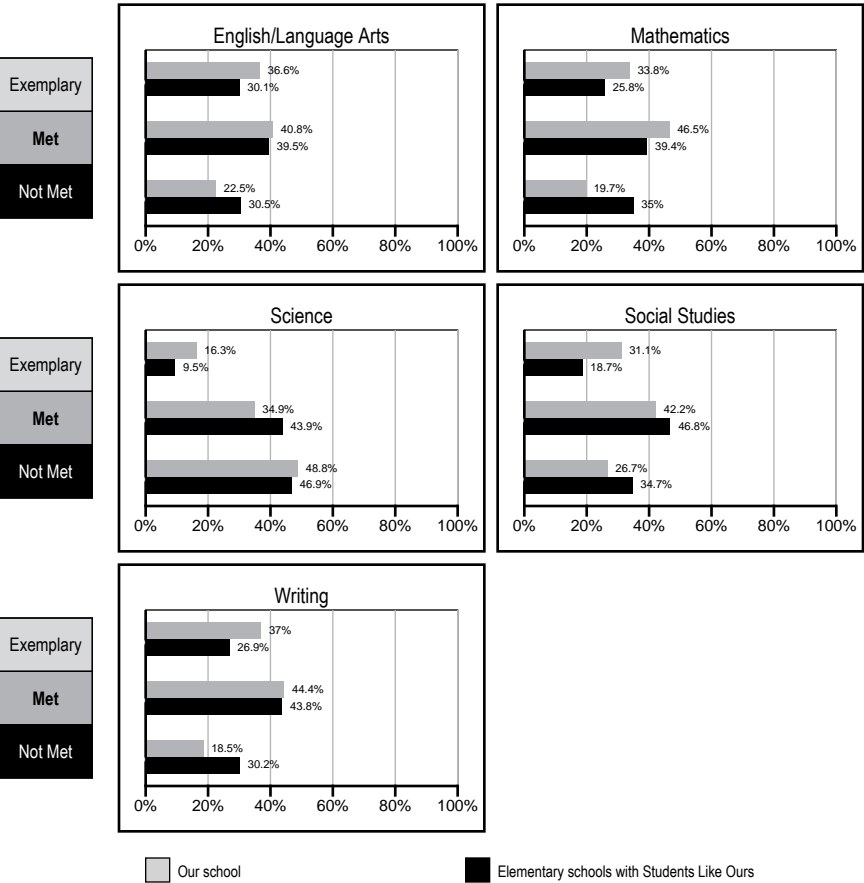
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	13	100	32	8

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=172)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Up from 1.2%	1.5%	1.1%
Attendance rate	96.4%	Up from 95.8%	95.9%	96.2%
Served by gifted and talented program	8.8%	Up from 6.2%	7.8%	13.4%
With disabilities other than speech	3.1%	Down from 11.4%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.8%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 2.4%	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	52.6%	Up from 50.0%	60.9%	62.5%
Continuing contract teachers	89.5%	Up from 77.8%	85.0%	88.2%
Teachers returning from previous year	90.6%	Up from 87.9%	86.3%	87.8%
Teacher attendance rate	97.8%	No Change	95.1%	95.2%
Average teacher salary*	\$45,027	Down 3.8%	\$45,697	\$46,773
Professional development days/teacher	6.5 days	Down from 14.1 days	10.5 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 16.0 to 1	18.2 to 1	19.9 to 1
Prime instructional time	94.0%	Up from 93.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,846	Up 5.2%	\$7,913	\$7,447
Percent of expenditures for instruction**	63.1%	Up from 62.9%	67.9%	68.4%
Percent of expenditures for teacher salaries**	60.8%	Down from 61.1%	64.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Murray-LaSaine, a neighborhood elementary school on James Island, received an absolute rating of AVERAGE on the 2009-2010 School Report Card. Our growth rating moved from GOOD to EXCELLENT for the first time in five years as we satisfied all of the objectives needed to meet AYP. We received the Palmetto Gold Award for academic achievement and the Palmetto Silver Award for academic improvement. Our success is the result of students, parents, and our community working together to educate our children.

Small class sizes and teachers who implement the South Carolina Curriculum Standards positively impact on our students. The continuation of Everyday Math, the Voyager reading program, and consistent use of MAP data drives instruction for all students. An active CORE team works in conjunction with teachers to assist students in need of academic or behavioral support.

Parental involvement is a vital element in the success of our school. Parent conferences, Family Reading and Math Nights, PTA meetings, and monthly newsletters are used to communicate with families on a regular basis. Muffins with Moms, Grits with Grands, and Donuts with Dads are all events that have played an important role in bringing parents into our school. The PTA/SIC/Title I Board continues to work toward increased parental involvement and coordination.

Our partnerships across James Island include Chick-Fil-A, The Parks and Recreation Center, local churches, Piggly Wiggly, and Walmart. These relationships with our community provide resources and opportunities that greatly enhance our school, giving us the support and involvement that helps us to "provide excellence...one student at a time." This level of community involvement provides our students and teachers the necessary support and validation to continue to consistently strive to achieve our goal of educating life-long learners.

Reginald L. Bright Principal
Lica Colwell SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	25	21
Percent satisfied with learning environment	100.0%	96.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	95.2%
Percent satisfied with school-home relations	77.8%	96.0%	90.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	79	100	22.2	41.7	36.1	84.7	83.1	82.4	Yes	Yes
Gender										
Male	44	100	22.5	42.5	35	82.5	79.9	78.7	N/A	N/A
Female	35	100	21.9	40.6	37.5	87.5	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	13	100	27.3	18.2	54.5	72.7	94.8	88.9	I/S	I/S
African American	62	100	21.7	46.7	31.7	86.7	71.9	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	13	100	76.9	15.4	7.7	38.5	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	22.6	41.9	35.5	85.5	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	79	100	20.8	45.8	33.3	84.7	82.8	81.9	Yes	Yes
Gender										
Male	44	100	25	45	30	82.5	81.1	79.9	N/A	N/A
Female	35	100	15.6	46.9	37.5	87.5	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	13	100	N/AV	N/AV	N/AV	72.7	94.9	88.9	I/S	I/S
African American	62	100	18.3	55	26.7	86.7	70.9	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	13	100	69.2	23.1	7.7	38.5	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	19.4	50	30.6	85.5	72.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	49	100	50	34.1	15.9	50	69.2	68.6
Gender								
Male	28	100	42.3	42.3	15.4	57.7	68.4	68.3
Female	21	100	61.1	22.2	16.7	38.9	70	68.9
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	41	100	53.8	33.3	12.8	46.2	48.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	44	100	55	30	15	45	51.8	57.3

Social Studies

All Students	49	100	26.1	43.5	30.4	73.9	75.5	72.5
Gender								
Male	28	100	26.9	46.2	26.9	73.1	74.4	72
Female	21	100	25	40	35	75	76.6	73.1
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	91	81
African American	38	100	25	52.8	22.2	75	60.4	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	93.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	40	100	27	45.9	27	73	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	29	93.1	15.4	46.2	38.5	84.6	75.8	73.2	96.4	96
Gender										
Male	13	92.3	8.3	41.7	50	91.7	70.7	67.2	96.4	95.9
Female	16	93.8	21.4	50	28.6	78.6	81.1	79.4	96.4	96.1
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	90.8	81.5	95.3	96.1
African American	21	100	14.3	52.4	33.3	85.7	61.3	61.3	96.8	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	92.9	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	93.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.9	26	96.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	92	96.3
Socio-Economic Status										
Subsidized meals	25	100	16.7	45.8	37.5	83.3	62.2	63.2	96.4	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	18	100	17.6	41.2	41.2	82.4
	4	32	100	3.4	55.2	41.4	96.6
	5	22	100	40.9	31.8	27.3	59.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	31	100	25.9	29.6	44.4	74.1
	4	19	100	23.5	41.2	35.3	76.5
	5	29	100	17.9	53.6	28.6	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	18	100	23.5	35.3	41.2	76.5
	4	32	100	13.8	58.6	27.6	86.2
	5	22	100	40.9	27.3	31.8	59.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	31	100	25.9	48.1	25.9	74.1
	4	19	100	11.8	47.1	41.2	88.2
	5	29	100	21.4	42.9	35.7	78.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	32	100	20.7	62.1	17.2	79.3
	5	10	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	16	100	N/AV	N/AV	N/AV	28.6
	4	19	100	35.3	41.2	23.5	64.7
	5	14	100	46.2	30.8	23.1	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	31	100	14.3	53.6	32.1	85.7
	5	12	100	58.3	33.3	8.3	41.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	15	100	28.6	35.7	35.7	71.4
	4	19	100	11.8	47.1	41.2	88.2
	5	15	100	40	46.7	13.3	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	19	100	16.7	38.9	44.4	83.3
	4	32	96.9	35.7	28.6	35.7	64.3
	5	22	95.5	42.9	38.1	19	57.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	29	93.1	15.4	46.2	38.5	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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